



Arrangements for:

**National Certificate in ESOL for
Employability at SCQF level 4**

Group Award Code: GF70 44

and

**National Certificate in ESOL for
Employability at SCQF level 5**

Group Award Code: GF70 45

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
08	<p>Revision of Unit: D36H 09 Work Experience <i>has been revised by HF88 43 Work Placement and will finish on 31/07/2017.</i></p> <p>Revision of Unit: D36H 10 Work Experience <i>has been revised by HF88 44 Work Placement and will finish on 31/07/2017.</i></p> <p>Revision of Unit: D36H 11 Work Experience <i>has been revised by HF88 45 Work Placement and will finish on 31/07/2017.</i></p>	22/07/2016
07	<p>GF70 44</p> <p>Revision of Unit: DM4M 11 Business Practices in Travel and Tourism Travel <i>has been revised by H90N 45 Travel and Tourism: An Introduction and will finish on 31/07/2017.</i></p> <p>GF70 45</p> <p>Revision of Unit: DM4N 11 Tourist Destinations <i>has been revised by H90K 45 Tourist Destinations and will finish on 31/07/2017.</i></p> <p>Revision of Unit: DM4N 12 Tourist Destinations <i>has been revised by H90L 46 Leisure and Business Tourist Destinations and will finish on 31/07/2017.</i></p> <p>Revision of Unit: DM4M 11 Business Practices in Travel and Tourism Travel <i>has been revised by H90N 45 Travel and Tourism: An Introduction and will finish on 31/07/2017.</i></p> <p>Revision of Unit: DM4L 11 Travel and Tourism: An Introduction <i>has been revised by H90N 45 Travel and Tourism: An Introduction and will finish on 31/07/2017.</i></p>	29/04/2015
06	<p>Revision of Unit: DV4G 12 Business Enterprise <i>has been revised by H20R 76 Understanding Business and will finish on 31/07/2016.</i></p>	09/12/2014
05	<p>Unit DM4L 11 Travel and Tourism: An Introduction added as an optional Unit to this framework GF70 45.</p>	16/05/2014
04	<p>Revision of Unit: DM3R 10 Information Technology for Administrators <i>has been revised by H1YW 74 IT Solutions for Administrators and will finish on 31/07/2016</i></p> <p>Revision of Unit: DM3R 11 Information Technology for</p>	15/05/2014

	<p>Administrators <i>has been revised</i> by H1YW 75 IT Solutions for Administrators <i>and will finish on</i> 31/07/2016</p> <p>Revision of Unit: DV4G 10 Business Enterprise <i>has been revised</i> by H281 74 Influences on Business <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: DV4L 11 Business Decision Areas: Finance and Human Resources Management <i>has been revised</i> by H20S 75 Management of People and Finance <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: DV4G 11 Business Enterprise <i>has been revised</i> by H20R 75 Understanding Business <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: DV4K 11 Business Decision Areas: Marketing and Operations <i>has been revised</i> by H20V 75 Management of Marketing and Operations <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: F37W 09 Personal Development: Self in Society <i>has been revised</i> by H18N 43 Personal Development: Self in Community <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: F2FV 10 Personal Development: Self Awareness <i>has been revised</i> by H18X 44 Personal Development: Self Awareness <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: F37W 10 Personal Development: Self in Society <i>has been revised</i> by H18N 44 Personal Development: Self in Community <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: F2FV 11 Personal Development: Self Awareness <i>has been revised</i> by H18X 45 Personal Development: Self Awareness <i>and will finish on</i> 31/07/2016.</p> <p>Revision of Unit: F37W 11 Personal Development: Self in Society <i>has been revised</i> by H18N 45 Personal Development: Self in Community <i>and will finish on</i> 31/07/2016.</p> <p>H225 73 Numeracy <i>has been added as an alternative to</i> F3GF 09 Communication</p> <p>H225 74 Numeracy <i>has been added as an alternative to</i> F3GF 10 Communication</p> <p>H225 75 Numeracy <i>has been added as an alternative to</i> F3GF 11 Communication</p>	
03	<p>Revision of Personal Development: Self in Society (F37W 09),(lapse date 31/07/2013,finish date 31/07/2015)</p> <p>Revision of Personal Development: Self in Society (F37W 10),(lapse date 31/07/2013,finish date 31/07/2015)</p> <p>Revision of Personal Development: Self Awareness (F2FV 10),(lapse date 31/07/2013,finish date 31/07/2015)</p> <p>Revision of Personal Development: Self in Society (F37W 11),(lapse date 31/07/2013,finish date 31/07/2015)</p> <p>Revision of Personal Development: Self Awareness (F2FV 11),(lapse date 31/07/2013,finish date 31/07/2015)</p> <p>Revision of Personal Development: Self in Society (F37W 12),(lapse date 31/07/2013,finish date 31/07/2015)</p> <p>Revision of Personal Development: Self Awareness (F2FV 12),(lapse date 31/07/2013,finish date 31/07/2015)</p>	19/02/2013
02	<p>Computing: Office and Personal Productivity Applications (F1K6 10) and PC Passport: Introduction to the Internet</p>	24/10/2012

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1 Introduction

This is the Arrangements Document for the National Certificates (NC) in ESOL (English for Speakers of Other Languages) for Employability at SCQF levels 4 and 5, which were validated in July 2012. This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Award structures, and guidance on delivery.

The new awards will meet the needs of candidates who wish to study ESOL in a wider context. They will improve candidates' English language and employability skills, thereby increasing their prospects of employment.

2 Rationale for the development of the Group Awards

The qualifications were developed partly in response to the government consultation paper 'Putting Learners at the Centre' (September 2011). One of its central demands was to standardise Further Education programmes, ie to create nationally recognised qualifications across major curricular areas. A further central demand was that greater emphasis be given to employability skills.

Consultation was undertaken with a variety of stakeholders including colleges, Community Learning Development Partnerships and employers.

Consultation established that, in addition to improving their English, ESOL candidates need to improve their awareness of: the steps in applying for a job; gaps between UK working culture and practices and those of their home country; teamwork and soft skills; attention to formal written detail and rights and responsibilities at work.

The NCs each offer a nationally recognised, 12 credit programme designed to benefit individual candidates who are looking for a level of employment to match their skills and qualifications. In achieving this goal, the NCs will also be of great benefit to the Scottish and wider UK economy.

3 Aims of the Group Awards

The NCs were developed with the aim of improving the language skills and knowledge that helps candidates integrate into Scottish life and enhance their employment prospects.

3.1 Principal aims of the Group Awards

The principal aims of the qualifications are:

- 1 to develop the skills of Speaking, Listening, Reading and Writing through integrated language learning methodologies
- 2 to develop the Core Skills of Communication, Working with Others and Problem Solving to enhance candidates' employment prospects
- 3 to give candidates the knowledge and skills of how to search for vacancies and apply for suitable work
- 4 to give candidates an understanding of expectations of behaviour and performance in the workplace in Scotland

- 5 to address the gap between employee/employer expectations at work
- 6 to address the issue of migrant workers, refugees, asylum seekers and others with insufficient English to reach their full vocational potential
- 7 to prepare candidates for progression to further ESOL, employment or (at SCQF level 5) vocational NCs
- 8 to develop candidates' knowledge of Scottish life and culture

3.2 General aims of the Group Awards

- 1 to enable each individual to fully participate in Scottish society
- 2 to encourage candidates to take responsibility for their own development and learning
- 3 to develop confidence and personal skills such as time management, organisational skills and planning
- 4 to develop appropriate attitudes to working practices in Scotland.
- 5 to develop the ability to work with others
- 6 to offer candidates lacking career direction opportunities to experience specialist vocational subjects
- 7 to offer candidates with prior experience of a vocational area opportunities to study chosen vocational subjects
- 8 to offer candidates the opportunity to improve Core Skills, as appropriate, in Information and Communication Technology (ICT) and Numeracy

3.3 Target groups

The NCs are designed to meet the needs of ESOL learners of all ages and in all situations. There is great variation of ESOL learners across Scotland and the Unit *ESOL: Living in Scotland* Unit is appropriate for anyone who has recently arrived in Scotland.

3.4 Employment opportunities

Candidates who are at SCQF level 4 ESOL have knowledge and skill levels, particularly in language, suited to the following types of employment: retail, security, health and social care, hospitality, manufacturing and warehousing. Centres have also found that when migration occurs on a medium to large scale, the migrant worker typically has to enter the local workforce at a low level, sometimes regardless of higher-level vocational qualifications achieved in the home country. The awards are designed to support individuals and develop the skills of the workforce.

At SCQF level 4, successful candidates who wish to continue with study may progress to NQ ESOL at Intermediate 2 or the NC in ESOL for Employability at SCQF level 5.

At SCQF level 5, successful candidates have knowledge and skill levels, particularly in language, suited to the types of employment above. However, they may also be ready for work in lower-level supervisory roles, depending on their existing qualifications and previous work experience.

Successful candidates in the SCQF level 5 award who wish to continue with study will be able to progress to Higher ESOL or subject-specific National Certificates, eg Business, Care.

4 Access to the Group Awards

At SCQF level 4, the NC is available to candidates whose first language is not English. It is available to those seeking or already in employment who wish to gain further skills and a recognised qualification. While entry is at the discretion of the centre, it is recommended that candidates have SCQF level 3 ESOL or equivalent, or have successfully completed a diagnostic test at that level.

At SCQF level 5, the NC is available to candidates whose first language is not English. It is available to those seeking or already in employment who wish to gain further skills and a recognised qualification. While entry is at the discretion of the centre, it is recommended that candidates have SCQF level 4 ESOL or equivalent, or have successfully completed a diagnostic test at that level.

It is recommended that candidates are offered an interview and language test to allow them to find out about the demands of the programme and allow centres to ascertain candidates' capabilities. A test can help ensure that candidates are placed on the programme most suited to their needs.

5 Group Award structures

Each Group Award contains **seven** mandatory credits comprising language skills, employability and citizenship. All mandatory credits reflect the overall level of the NC. The options offer a choice of personal development, Core Skills and vocational Units and are at various levels. This means the frameworks can be tailored according to the particular strengths of delivering centres and potential candidates. Where appropriate, candidates may study a Unit one level above or below the overall level of the award, eg in Core Skills.

5.1 National Certificate in ESOL for Employability at SCQF level 4

Mandatory — 7 SQA credits required				
Unit title	Code	SCQF level	SQA credit value	SCQF credit points
ESOL: Speaking for Employability	H1XE 10	4	1	6
ESOL: Listening for Employability	H1XG 10	4	1	6
ESOL: Writing for Employability	H1XF 10	4	1	6
ESOL: Reading for Employability	H1XD 10	4	1	6
ESOL: Living in Scotland	H1XH 10	4	1	6
Preparing to Work	F57F 10	4	1	6
Working with Others	F3GE 10	4	1	6

Options — 5 SQA credits required					
Unit title	Code	SCQF level	SQA credit value	SCQF credit points	
Guidance: Investigating Career Opportunities	EA1V 09	3	0.5	3	
Numeracy	*Numeracy	H225 73	3	1	6
	*Numeracy	H225 74	4		
	*Numeracy	H225 75	5		
Information and Communication Technology	Information and Communication Technology	F3GC 09	3	1	6
	Information and Communication Technology	F3GC 10	4		
	Information and Communication Technology	F3GC 11	5		
Problem Solving or Local Investigations	Problem Solving	F3GD 09	3	1	6
	Problem Solving	F3GD 10	4		
	Problem Solving	F3GD 11	5		
	Local Investigations	D36J 09	3	1	6
	Local Investigations	D36J 10	4		
	Local Investigations	D36J 11	5		

Unit title		Code	SCQF level	SQA credit value	SCQF credit points
Work Placement	Work Placement	HF88 43*	3	1	6
	Work Placement	HF88 44*	4		
	Work Placement	HF88 45*	5		
Business Enterprise	*Influences on Business	H281 74	4	1	6
	*Understanding Business	H20R 75	5		
Business Practices in Travel and Tourism		H90K 45	5	1	6
IT Solutions for Administrators	* IT Solutions for Administrators	H1YW 74	4	1	6
	* IT Solutions for Administrators	H1YW 75	5		
Personal Development: Self in Society	*Personal Development: Self in Community	H18N 43	3	1	6
	*Personal Development: Self in Community	H18N 44	4		
	*Personal Development: Self in Community	H18N 45	5		
Personal Development: Self Awareness	Personal Development: Self Awareness	F2FV 09	3	1	6
	*Personal Development: Self Awareness	H18X 44	4		
	*Personal Development: Self Awareness	H18X 45	5		
Using Learning Skills	Using Learning Skills 1	ED4V 09	3	0.5	3
	Using Learning Skills 2	ED4W10	4		
	Using Learning Skills 3	ED4X 11	5		
Assist with An Event		F5FJ 10	4	1	6
Contributing to Sustainability in the Community		F2B8 11	5	1	6
Computing: Office and Personal Productivity Applications		F1K6 10	4	1	6
PC Passport: Introduction to the Internet and On-line Communications		F1F9 10	4	1	6

*Refer to history of changes for revision details

5.2 National Certificate in ESOL for Employability at SCQF level 5

Mandatory Units — 7 SQA credits required				
Unit title	Code	SQA credit value	SCQF level	SCQF credit points
ESOL: Speaking for Employability	H1XE 11	1	5	6
ESOL: Listening for Employability	H1XG 11	1	5	6
ESOL: Writing for Employability	H1XF 11	1	5	6
ESOL: Reading for Employability	H1XD 11	1	5	6
ESOL: Living in Scotland	H1XH 11	1	5	6
Preparing to Work	F57F 11	1	5	6
Working with Others	F3GE 11	1	5	6

Options — 5 SQA credits required					
Unit title	Code	SCQF level	SQA credit value	SCQF credit points	
Numeracy	*Numeracy	H225 74	4	1	6
	*Numeracy	H225 75	5		
	Numeracy	F3GF 12	6		
Information and Communication Technology	Information and Communication Technology	F3GC 10	4	1	6
	Information and Communication Technology	F3GC 11	5		
	Information and Communication Technology	F3GC 12	6		
Problem Solving or Local Investigations	Problem Solving	F3GD 10	4	1	6
	Problem Solving	F3GD 11	5		
	Problem Solving	F3GD 12	6		
	Local Investigations	D36J 10	4	1	6
	Local Investigations	D36J 11	5		
	Local Investigations	D36J 12	6		

Unit title		Code	SCQF level	SQA credit value	SCQF credit points
Work Placement	Work Placement	HF88 43*	4	1	6
	Work Placement	HF88 44*	5		
	Work Placement	HF88 45*	6		
Business Enterprise	*Influences on Business	H281 74	4	1	6
	*Understanding Business	H20R 75	5		
	* Understanding Business	H20R 76	6		
*Travel and Tourism: An Introduction		H90N 45	5	1	6
IT Solutions for Administrators	* IT Solutions for Administrators	H1YW 74	4	1	6
	* IT Solutions for Administrators	H1YW 75	5		
Personal Development: Self in Society	*Personal Development: Self in Community	H18N 44	4	1	6
	*Personal Development: Self in Community	H18N 45	5		
	*Personal Development: Self in Community	H18N 46	6		
Personal Development: Self Awareness	*Personal Development: Self Awareness	H18X 44	4	1	6
	*Personal Development: Self Awareness	H18X 45	5		
	*Personal Development: Self Awareness	H18X 46	6		
Tourist Destinations	Tourist Destinations	H90K 45	4	1	6
	Leisure and Business Tourist Destinations	H90L 46	5		
Business Decision Areas	*Management of Marketing and Operations	H20V 75	5	1	6
	*Management of People and Finance	H20S 75	5		
Contributing to Sustainability in the Community		F2B8 11	5	1	6
Event Organisation		F5A3 11	5	1	6
Computing: Office and Personal Productivity Applications		F1K6 10	4	1	6
PC Passport: Introduction to the Internet and On-line Communications		F1F9 10	4	1	6

*Refer to history of changes for revision details

5.3 Conditions of award

Candidates must successfully complete 12 National Unit credits (72 SCQF credit points) to achieve either NC. In both cases this includes all 7 mandatory SQA credits (42 SCQF credit points) and a further 5 SQA credits (30 SCQF credit points) from the optional section, at any given level.

Candidates may choose only **one** from the Units grouped under one specific heading on frameworks given above, eg where *Work Experience* (D36H 10) is selected, *Work Experience* (D36H 11) cannot also be selected.

5.4 National Occupational Standards

As generic educational provision, ESOL does not directly link a particular sector of employment in the way that an engineering or care course does and there are no directly appropriate National Occupational Standards. However, the *ESOL for Employability Skills* Units were written in broad alignment with the Common European Framework of Reference for Languages, in addition to SCQF level descriptors.

6 Approaches to delivery and assessment

6.1 Content and context

While the National Certificates have structures involving many non-ESOL Units, the traditional ESOL methodologies and resources are used wherever appropriate. Existing ESOL resources are envisaged as a prime means of support for delivery (particularly in the first third of either NC) to provide a logical grammar syllabus and a structured approach to major vocabulary topics, eg home and family, travel, leisure, work etc.

Exemplar material for the *ESOL: Living in Scotland* Units is available at

<http://www.niace.org.uk/projects/esolcitizenship/create-Scot.htm>

There will be a variety of integration opportunities across the awards. Tasks from Outcomes in the single skills Units *ESOL: Writing* and *ESOL: Speaking* may in some cases be integrated with *ESOL: Living in Scotland* Unit. Evidence from the *Preparing to Work* Unit may in some cases be used for the work-related Outcomes across the four language skills Units. The optional Units may also be used to generate evidence for ESOL skills where appropriate.

Units which are highly suitable for group projects, eg *Assist with An Event* or *Living in Scotland* could be used to develop and generate evidence for the *Core Skill of Working with Others*, eg through an analysis of roles and relationships. The Core of *ICT* could be developed through the presentation of project findings.

In terms of timetabling, early communication between ESOL and other departments delivering Units featured on the awards is essential. The tables below are based on three 12-week terms.

6.2 Schedule of delivery

The suggestions for delivery below are recommended for guidance only. Delivery sequencing is at the discretion of centres. The guidance below can be applied to either NC.

Term 1

Within approximately the first 12 weeks, language review should be a priority, using appropriate ESOL resources. It is a possible time to begin assessing the language and *ESOL: Living in Scotland* Units, according to candidates' strengths — some candidates may be stronger in speaking than in the other three skills. Attempting certain Units at this early point (eg vocational ones) may be demanding as candidates may require a foundation in necessary grammar and vocabulary. Writing skills may need to be focused on. However, language development should be ongoing throughout the course, and ESOL should always be taught with reference to other aims and Units.

Preparing to Work could begin in the first block in order to focus on the goal of employment, or it could be left until later in order to maximise the quality of, for instance, personal statements and interview performances.

Term 2

During the following 12 weeks, candidates' language may be sufficiently developed for most of the language Unit assessments, *ESOL: Living in Scotland* (if not already assessed) and also for PSD/Core Skills Units.

Term 3

The final 12 weeks may be most appropriate for candidates to move furthest away from the ESOL classroom and to complete, as appropriate:

- ◆ Vocational Units
- ◆ Work Experience

Preparing to Work could be left until the last term so that interview and CV writing skills are more developed. Given the possibilities of integration between ESOL skills Units and *Preparing to Work*, the former could also be scheduled for the final term, especially writing.

Indicative schedule of work A

Weeks 1-12	Weeks 13-24	Weeks 25-36
Language Review <i>Living in Scotland</i> Core Skills: ICT and/or Numeracy	PSD Units Working with Others	<i>Preparing to Work</i> Vocational Units <i>Work Experience</i> ESOL Skills Units

Indicative schedule of work B

Weeks 1-12	Weeks 13-24	Weeks 25-36
Language Review <i>ESOL: Living in Scotland</i> Core Skills: ICT and/or Numeracy	<i>Preparing to Work</i> Vocational Units ESOL Skills Units	PSD Units Working with Others <i>Work Experience</i>

Indicative schedule of work C

Weeks 1-12	Weeks 13-24	Weeks 25-36
Language Review <i>ESOL: Living in Scotland</i> Core Skills: ICT and/or Numeracy <i>ESOL Reading, Speaking and Listening for Employability</i>	<i>Preparing to Work</i> Vocational Units	PSD Units Working with Others <i>Work Experience</i> <i>ESOL Writing</i>

Note — Some candidates may be ready to achieve the single skills ESOL for Employability Units after three months of study, while others may take longer to reach this level.

6.3 Open Learning

E-assessment could be used for certain aspects of the award. There may be particularly strong opportunities for e-learning and e-assessment in writing, reading and listening. Where speaking is required, both in terms of assessment and for developmental/formative work, e-learning possibilities may be more limited.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

The National Certificates (NC) in ESOL for Employability are nationally recognised qualifications which improve language skills, employability skills and which help candidates integrate into Scottish life. Through improving English language and employability skills, the awards enhance employment prospects and can help you integrate into Scottish life.

ESOL for Employability at SCQF level 4

The award in ESOL for Employability gives you the chance to progress to employment or to ESOL for Employability at a higher level. All of the learning is designed to improve your English and your chances of getting a job.

You will speak, write, listen and read about yourself, your life and your career. You will work on grammar and vocabulary and improve all your language skills. You will also learn about the history and culture of Scotland and the UK and you will research the Scottish job market and write a CV.

You will do a lot of learning in pairs and groups but most of the assessments will be individual. There will be some written assessments and some spoken ones.

To be successful, you will need to achieve 12 Unit credits.

The SCQF level 5 NC is appropriate for you if you have already achieved ESOL up to SCQF level 3.

ESOL for Employability at SCQF level 5

The award in ESOL for Employability gives you the chance to progress to employment or to Higher ESOL or a college course at NC level. All of the learning is designed to improve your English and your chances of getting a job.

You will speak, write, listen and read about yourself, your life and your career. You will work on grammar and vocabulary and improve all your language skills. You will also learn about the history and culture of Scotland and the UK and you will research the Scottish job market and write a CV.

You will do a lot of learning in pairs and groups but most of the assessments will be individual. There will be some written assessments and some spoken ones.

To be successful, you will need to achieve 12 Unit credits.

The SCQF level 5 NC is appropriate for you if you have already achieved ESOL up to SCQF level 4.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-

relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Mapping of Principal Aims to Units in the level 4 NC

Appendix 2: Mapping of Principal Aims to Units in the level 5 NC

Appendix 3: Mapping of Core Skills to Units in the level 4 NC

Appendix 4: Mapping of Core Skills to Units in the level 5 NC

Appendix 1: SCQF Level 4 Map of Principal Aims to Units

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
H1XE 10	ESOL: Speaking For Employability	✓	✓	✓				✓	✓	✓
H1XG 10	ESOL: Listening For Employability	✓	✓	✓				✓	✓	✓
H1XF 10	ESOL: Writing For Employability	✓	✓	✓				✓	✓	✓
H1XD 10	ESOL: Reading For Employability	✓	✓	✓				✓	✓	✓
H1XH 10	ESOL: Living in Scotland	✓	✓	✓	✓	✓	✓	✓	✓	✓
F57F 10	Preparing to Work	✓	✓	✓	✓	✓	✓	✓	✓	✓
F3GE 10	Working with Others	✓	✓	✓				✓	✓	
F3GF 09/10/11	Numeracy			✓				✓	✓	
F3GC 09/10/11	Information and Communication Technology	✓	✓	✓				✓	✓	
F3GD 09/10/11	Problem Solving	✓	✓	✓				✓	✓	
D36H 09/10/11	Work Experience		✓	✓		✓	✓	✓	✓	✓
DV4G 10/11	Business Enterprise		✓	✓				✓	✓	✓
DM3R 10	Information Technology for Administrators		✓	✓				✓	✓	
F5FJ 10	Assist with An Event	✓	✓	✓				✓	✓	✓
D36J 09/10/11	Local Investigations	✓	✓	✓				✓	✓	✓
F2B8 11	Contributing to Sustainability in the Community	✓	✓	✓				✓	✓	✓
F37W 09/10/11	Personal and Social Development: Self in Society	✓	✓	✓				✓	✓	✓
F2FV 09/10/11	Personal and Social Development: Self Awareness	✓	✓	✓				✓	✓	
ED4V 09 ED4W 10 ED4X 11	Using Learning Skills	✓	✓	✓				✓	✓	
EA1V 09	Guidance – Investigating Career Opportunities	✓	✓	✓	✓	✓	✓	✓	✓	✓

Appendix 2: SCQF Level 5 Map of Principal Aims to Units

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
H1XE 11	ESOL: Speaking For Employability	✓	✓	✓				✓	✓	✓
H1XG 11	ESOL: Listening For Employability	✓	✓	✓				✓	✓	✓
H1XF 11	ESOL: Writing For Employability	✓	✓	✓				✓	✓	✓
H1XD 11	ESOL: Reading For Employability	✓	✓	✓				✓	✓	✓
H1XH 11	ESOL: Living in Scotland	✓	✓	✓	✓	✓	✓	✓	✓	✓
F57F 11	Preparing to Work	✓	✓	✓	✓	✓	✓	✓	✓	✓
F3GE 11	Working with Others	✓	✓	✓				✓	✓	
F3GF 10/11/12	Numeracy			✓				✓	✓	
F3GC 10/11/12	Information and Communication Technology	✓	✓	✓				✓	✓	
F3GD 10/11/12	Problem Solving	✓	✓	✓				✓	✓	
D36H 10/11/12	Work Experience		✓	✓		✓	✓	✓	✓	✓
DV4G 10/11/12	Business Enterprise		✓	✓		✓	✓	✓	✓	✓
DM4M 11	Business Practices in Travel and Tourism		✓	✓		✓	✓	✓	✓	✓
DM3R 10/11	Information Technology for Administrators		✓	✓				✓	✓	
DM4N 11/12	Tourist Destinations		✓	✓		✓	✓	✓	✓	✓
DV4K 11	Business Decision Areas: Marketing and Operations		✓	✓		✓	✓	✓	✓	✓
DV4L 11	Business Decision Areas: Finance and Human Resource Management		✓	✓		✓	✓	✓	✓	✓
D36J 10/11/12	Local Investigations	✓	✓	✓				✓	✓	✓
F2B8 11	Contributing to Sustainability in the Community	✓	✓	✓				✓	✓	✓
F5A3 11	Event Organisation	✓	✓	✓				✓	✓	✓
F37W 10/11/12	Personal and Social Development: Self in Society		✓	✓				✓	✓	✓
F2FV 10/11/12	Personal and Social Development: Self-awareness		✓	✓				✓	✓	

Appendix 3: SCQF Level 4 — Map of Core Skills to Units

Key: S = Signposted, E = Embedded

Unit Code	Unit	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing / Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H1XE 11	ESOL: Speaking For Employability	S	S	S							S	S
H1XG 11	ESOL: Listening For Employability	S	S	S							S	S
H1XF 11	ESOL: Writing For Employability	S	S	S							S	S
H1XD 11	ESOL: Reading For Employability	S	S	S							S	S
H1XH 11	ESOL: Living in Scotland	S	S	S							S	S
F57F 10	Preparing to Work	S	S	S	S		S	S	S	S		
F3GE 10	Core Skills: Working with Others	S	S								E	E
F3GF 09/10/11	Numeracy					E	E					
F3GC 09/10/11	Information and Communication and Technology			E	E							
F3GD 09/10/11	Problem Solving							E	E	E		
D36H 09/10/11	Work Experience*	S	S						S	S	S	S
DV4G 10/11	Business Enterprise*	S	S	S								
DM3R 10	Information Technology for Administrators*			S	S		S					
F5FJ 10	Assist with An Event	S	S					S	S	S	E	E
D36J 09/10/11	Local Investigations*	S	S						S	S	S	S

Unit Code	Unit	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing/Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F2B8 11	Contributing to Sustainability in the Community							S	S	S	S	S
F37W 09/10/11	Personal and Social Development: Self in Society										E	E
F2FV 09/10/11	Personal and Social Development Self-awareness							S	S	S	E	E
ED4V 09/ ED4W 10/ ED4X 11	Using Learning Skills	S	S					S	S	S		
EA1V 09	Guidance — Investigating Career Opportunities	S	S	S				S	S	S		

Appendix 4: SCQF Level 5 — Mapping of Core Skills to Units

Key: S = Signposted, E = Embedded

Unit Code	Unit	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing/Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H1XE 12	ESOL: Speaking For Employability	S	S	S							S	S
H1XG 12	ESOL: Listening For Employability	S	S	S							S	S
H1XF 12	ESOL: Writing For Employability	S	S	S							S	S
H1XD 12	ESOL: Reading For Employability	S	S	S							S	S
H1XH 12	ESOL: Living in Scotland	S	S	S							S	S
F57F 11	Preparing to Work	S	S	S	S		S	S	S	S		
F3GE 11	Core Skills: Working with Others	S	S								E	E
F3GF 10/11/12	Numeracy					E	E					
F3GC 10/11/12	Information and Communication and Technology			E	E							
F3GD 10/11/12	Problem Solving							E	E	E		
D36H 10/11/12	Work Experience	S	S						S	S	S	S
DV4G 10/11/12	Business Enterprise	S	S	S								
DM4M 11	Business Practices in Tourism	S	S	S								
DM3R 10/11	Information Technology for Administrators			S	S		S					

Unit Code	Unit	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
		Oral	Written	Accessing Information	Providing / Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
DM4N 11/12	Tourist Destinations	S	S	S								
DV4K 11	Business Decision Areas: Marketing and Operations	S	S	S								
DV4L 11	Business Decision Areas: Finance and HR Management	S	S	S			S					
D36J 10/11/12	Local Investigations	S	S						S	S	S	S
F2B8 11	Contributing to Sustainability in the Community							S	S	S	S	S
F37W 10/11/12	Personal and Social Development: Self in Society										E	E
F5A3 11	Event Organisation	S	S					S	S	S	E	E
F2FV 10/11/12	Personal and Social Development Self-awareness							S	S	S	E	E